In my first psychology class, we read a paper in which the researchers found that parents in science museums gave more scientific explanations to their sons than their daughters, despite talking to them an equal amount (Crowley et al., 2001). While this paper did not show any direct link to gender discrepancies later in life, it's easy to see how such an unconscious, involuntary *lack* of behavior on the part of parents could forever shape their daughters' life trajectories. This paper first motivated me to explore psychological research as a career, and continues to underscore my main question of interest: how and why do children learn and conform to the moral and social norms of their culture? I believe that a position as a graduate student at NYU provides a uniquely valuable opportunity to pursue these questions.

I've explored two complementary lines of research while trying to characterize this space. With Dr. Katherine McAuliffe I led a project that is currently under review at *Psychological Science* adding to the growing body of literature showing that gender differences in behaviors and preferences that affect the gender wage gap in adults emerge early in childhood. We investigated an individually controllable factor: negotiation. In a behavioral study of 240 4-to 9-year-old children, we found that as girls get older they ask for a smaller bonus than boys. Importantly, this effect only held when the evaluator of the negotiation was male. With a female evaluator, boys and girls asked for the same bonus, paralleling work with adults. Our finding is yet another example of a behavior that people modify based on gender contrary to their self-interest and highlights the importance of understanding what information children use to conform to these detrimental behaviors in the first place. Are children relying on their own experience being treated differently based on their social category membership or can they instead use observations of third parties to adjust their own behavior?

With Dr. Yarrow Dunham, I led two projects that I presented as a talk at CDS in 2019 examining how 5- to 8-year-old children reason about a tool used to uphold norms: punishment. We found that children use both the presence and absence of punishment to adjust their judgment of a priori "bad" actions: punished actions were judged worse and not punished actions were judged less bad. This suggests that by at least age five, children are sensitive to punishment information when reasoning about wrongness and, more specifically, punishment is directly equated with bad. However, lack of punishment doesn't make these "bad" actions entirely permissible. I am interested in exploring what, if any, tools can be used to make children think these actions are now *good*. Two plausible candidates are social approval and reward from an authority, both of which could vary in their effectiveness depending on whether a child's culture stresses the importance of either. This could lend insight into why some behaviors propagate across one culture despite being thought of as inherently wrong in another. Furthermore, while we've shown that punishment signals wrongness, it is unclear how much our findings translate to reasoning about everyday actions given that we depicted punishment with a jail cell. I'm interested in whether children would make similar inferences with cues like social disapproval.

Working with Drs. Andrei Cimpian and Marjorie Rhodes at NYU would be an ideal opportunity to continue pursuing my research interests. With respect to the development of gender differences in negotiation, I hope to continue exploring what behaviors and preferences emerge in development to maintain societal inequalities like the gender wage gap in adulthood. I hope to also continue pursing questions relating to how children learn both moral and social category-based norms. Support from NYU's collaborative environment and Drs. Andrei Cimpian and Marjorie Rhodes' expertise would be invaluable aids in my endeavor to further understand how children construe themselves in relation to the social world around them.